



# IOP SOCIAL STUDIES

## GRADES 8 to 11

### PROGRAM RATIONALE AND PHILOSOPHY

Social studies provides opportunities for students to develop the attitudes, skills and knowledge that will enable them to become engaged, active, informed and responsible citizens. Recognition and respect for individual and collective identity is essential in a pluralistic and democratic society. Social studies helps students develop their sense of self and community, encouraging them to affirm their place as citizens in an inclusive, democratic society.

#### Program Vision

This program of studies meets the needs of Integrated Occupational Program (IOP) learners and reflects the nature of what is required to be successful in 21st century. It has at its heart the concepts of citizenship and identity in the Canadian context. The program reflects multiple perspectives, including Aboriginal and Francophone, which contribute to Canada's evolving realities. It fosters the building of a society that is pluralistic, bilingual, multicultural, and democratic. The program recognizes the importance of diversity and respects differences as well as the need for cohesion and the effective functioning of society.

It promotes a sense of belonging and pride in students as they engage in active responsible citizenship at the local, community, provincial, national and global levels.

Central to the vision of the Alberta social studies program is recognition of the diversity of experiences and perspectives, and the pluralistic nature of Canadian society. Pluralism builds upon Canada's historical and constitutional foundations, which reflect the country's Aboriginal heritage, bilingual nature and multicultural realities. A pluralistic view recognizes that citizenship and identity are shaped by multiple factors, such as culture, language, environment, gender, ideology, religion, spirituality and philosophy.

#### Definition of Social Studies

Social studies is the study of people in relation to each other and to their world. It is an issues-based interdisciplinary subject that draws upon history, geography, ecology, economics, law, philosophy, political science and other social science disciplines. With an emphasis on critical inquiry, social studies fosters students' understanding of and involvement in practical and ethical issues that face their communities and humankind. Social studies is integral to the process of enabling students to develop an understanding of who they are, what they want to become and the society in which they want to live.

#### The Role of Social Studies

Social studies develops the key values, attitudes, knowledge, understandings, skills and processes necessary for students to become active and

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and attitudes

## Values and Attitudes

Social studies provides learning opportunities for students to:

- value the diversity, respect the dignity and support the equality of all human beings
- demonstrate social compassion, fairness and justice
- appreciate and respect how multiple perspectives, including Aboriginal and Francophone, shape Canada's political, socio-economic, linguistic and cultural realities
- honour and value the traditions, concepts and symbols that are the expression of Canadian identity
- thrive in their evolving identity with a legitimate sense of belonging to their communities, Canada and the world
- demonstrate a global consciousness with respect to humanity and world issues
- demonstrate consciousness of the limits of the natural environment, stewardship for the land and an understanding of the principles of sustainability
- value lifelong learning and become aware of opportunities for careers in the areas of social studies and the social sciences.

## Knowledge and Understanding

Social studies provides learning opportunities for students to:

- understand their rights and responsibilities in order to make informed decisions and participate fully in society
- understand the unique nature of Canada and its land, history, complexities and current issues
- understand the history of Alberta, of Canada and of the world, so as to better comprehend contemporary realities
- understand historic and contemporary issues, including controversial issues from multiple perspectives

- understand contemporary challenges and contributions of Aboriginal peoples in urban, rural, cultural and linguistic settings
- understand the historical and contemporary realities of Francophones in Canada
- understand the multiethnic and intercultural makeup of Francophones in Canada
- understand the challenges and opportunities that immigration presents to newcomers and to Canada
- understand how social cohesion can be achieved in a pluralistic society
- understand how political and economic distribution of power affects individuals, communities and nations
- understand the role of social, political, economic and legal institutions as they relate to individual and collective well-being and a sustainable society
- understand how opportunities and responsibilities change in an increasingly interdependent world
- understand that humans exist in a dynamic relationship with the natural environment.

## Skills and Processes

Social studies provides learning opportunities for students to:

- engage in active inquiry, and critical and creative thinking
- engage in problem solving and conflict resolution with an awareness of the ethical consequences of decision making
- apply historical and geographic thinking skills and processes to bring meaning to issues and events
- use and manage information and communication technologies critically
- conduct research ethically using varied methods and sources; organize, interpret and present their findings; and defend their opinions
- apply skills of metacognition, reflecting upon what they have learned and what they need to learn



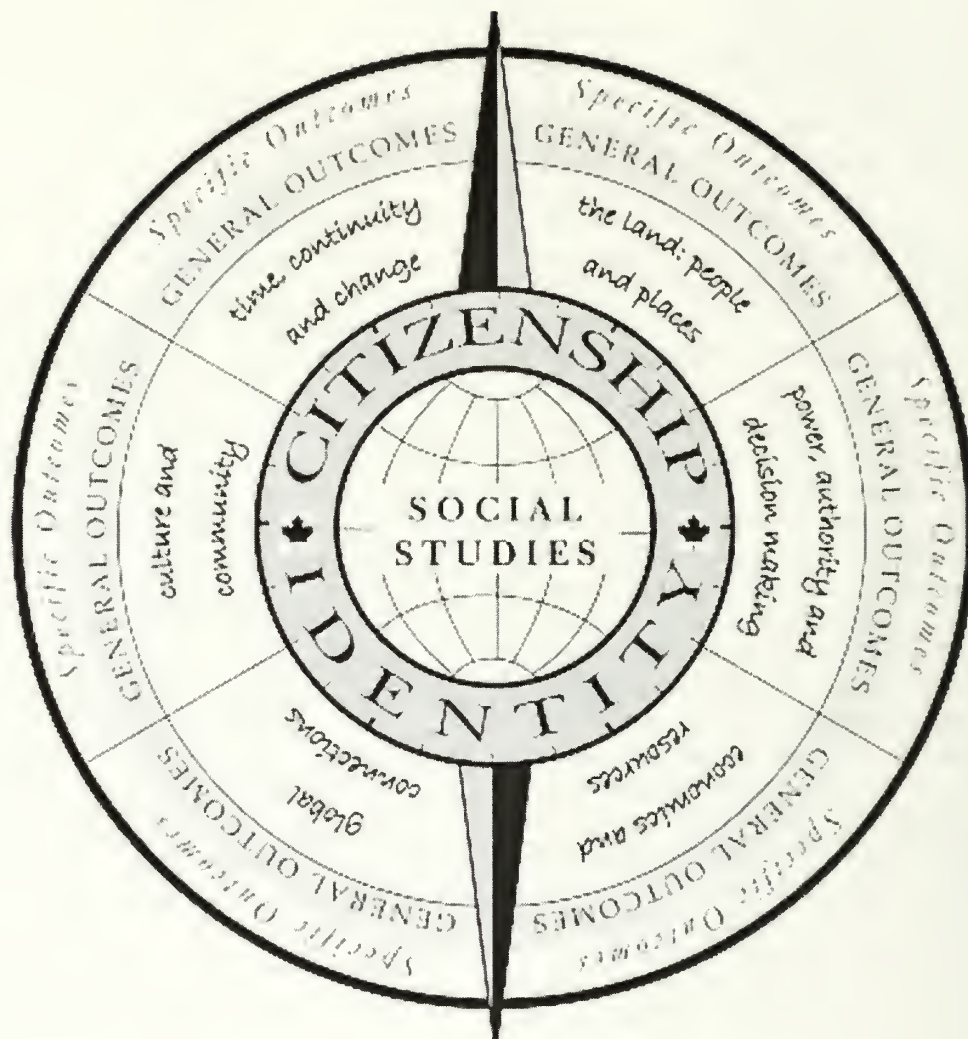
- recognize and responsibly address injustices as they occur in their schools, communities, Canada and the world
- communicate ideas and information in an informed, organized and persuasive manner.

## **TRANSFERABILITY TO THE SOCIAL STUDIES K–12 PROGRAM**

To ensure a reasonable level of transferability that will enable students to progress to the next level of the IOP and/or to a higher level course in the social studies K–12 program, the IOP parallels the learning structure of the K–12 program. The IOP is consistent in rationale and philosophy, program foundations and the strands of social studies. The IOP values and attitudes, and the general outcomes by and large reflect the enduring understandings<sup>1</sup> developed in the K–12 program. The study of specific outcomes developed in the IOP social studies program are critical to the comprehension of those enduring understandings and reflect a developmental level appropriate for the IOP student. The skills and process outcomes are also structured in a parallel format, however the IOP further specifies developmentally appropriate outcomes in the research process. The skills acquired in the research process are also consistent with the infused information and communication technology outcomes and employability skills.

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<sup>1</sup> Wiggins, G., and McTighe, J., *Understanding by Design*, 2001



## PROGRAM FOUNDATIONS

The program of studies provides learning experiences that address critical aspects of social studies and its application. These critical areas provide general direction for the program of studies and identify major components of its structure.

## CORE CONCEPTS OF CITIZENSHIP AND IDENTITY

The dynamic relationship between citizenship and identity forms the basis for skills and learning outcomes in the program of studies.

The goal of social studies is to provide learning opportunities for students to:

- understand the principles underlying a democratic society
- demonstrate a critical understanding of individual and collective rights
- understand the commitment required to ensure the vitality and sustainability of their changing communities at the local, provincial, national and global levels
- validate and accept differences that contribute to the pluralistic nature of Canada
- respect the dignity and support the equality of all human beings.

The sense of being a citizen, enjoying individual and collective rights and equitable status in contemporary society, impacts an individual's sense of identity. Individuals need to feel that their identities are viewed as legitimate before they can contribute to the public good, and feel a sense of belonging and empowerment as citizens.

Social studies provides learning opportunities for students to:

- understand the complexity of identity formation in the Canadian context
- understand how identity and self-esteem are shaped by multiple personal, social, linguistic and cultural factors
- demonstrate sensitivity to the personal and emotional aspects of identity
- demonstrate skills required to maintain individuality within a group
- understand that with empowerment comes personal and collective responsibility for the public good.

## **SOCIAL STUDIES AND THE ABORIGINAL EXPERIENCE**

For historical and constitutional reasons, an understanding of Canada requires an understanding:

- of Aboriginal experiences
- of Aboriginal perspectives
- that Aboriginal students have particular needs and requirements.

Central to Aboriginal identity are languages and cultures that link each group with its physical world, worldviews and traditions. The role of Elders and community leaders is essential in this linkage.

The social studies program of studies provides learning opportunities that contribute to the development of self-esteem and identity in Aboriginal students by:

- promoting and encouraging balanced and holistic individuals, and strengthening individual capacity

- honouring and valuing the traditions, concepts and symbols that are the expression of their identity
- providing opportunities for students to express who they are with confidence as they interact and engage with others
- contributing to the development of active and responsible members of groups and communities.

## **SOCIAL STUDIES AND THE FRANCOPHONE EXPERIENCE**

For historical and constitutional reasons, an understanding of Canada requires an understanding:

- of Francophone experiences
- of Francophone perspectives
- that Francophone students have particular needs and requirements.

Social studies occupies a central position in successful Francophone education in Alberta. Francophone schools are a focal point of the Francophone community. They meet the needs and aspirations of parents by ensuring the vitality of the community. For students enrolled in Francophone schools, the social studies program will:

- strengthen Francophone self-esteem and identity
- encourage students to actively contribute to the flourishing of Francophone culture, families and communities
- promote partnerships among the home, community and business world
- engage students in participating in the bilingual and multicultural nature of Canada.

## **PLURALISM: DIVERSITY AND COHESION**

One of the goals of the social studies program is to foster understanding of the roles and contributions of linguistic, cultural and ethnic groups in Canada. Students will learn about themselves in relation to others. Social studies helps students function as

citizens in a society that values diversity and cohesion.

A key component of effective social organizations, communities and institutions is recognition of diversity of experiences and perspectives. The program of studies emphasizes how diversity and differences are assets that enrich our lives. Students will have opportunities to value diversity, recognize differences as positive attributes and recognize the evolving nature of individual identities. Race, socio-economic conditions and gender are among various forms of identification that people live with and experience in a variety of ways.

Social studies addresses diversity and social cohesion, and provides processes students can use to work out differences, drawing on the strengths of diversity. These processes include:

- a commitment to respecting differences and fostering inclusiveness
- an understanding and appreciation of shared values
- a respect for democratic principles and processes for decision making, such as dialogue and deliberation.

Diversity contributes to the development of a vibrant democracy and has been an important asset in the evolution of Canadian society. Some key manifestations of this diversity include:

- First Nations, Inuit and Métis cultures
- official bilingualism
- immigration
- multiculturalism.

Accommodating diversity is essential for fostering social cohesion in a pluralistic society. Social cohesion is a process that requires developing relationships within and among communities. Social cohesion is manifested by respect for:

- individual and collective rights
- civic responsibilities
- shared values
- democracy
- rule of law
- diversity.

## **SOCIAL STUDIES: LEARNERS AND LEARNING**

Students bring their own perspectives, cultures and experiences to the social studies classroom. They construct meaning in the context of their lived experience through active inquiry and engagement with their schools and communities. In this respect, the infusion of current events, issues and concerns is an essential component of social studies.

Social studies recognizes the interconnections and interactions among school, community, provincial, national and global institutions.

The IOP program of studies for social studies provides learning opportunities for students to develop skills of active and responsible citizenship and the capacity to inquire, make reasoned and informed judgements, and arrive at decisions for the public good. Students will apply these skills within the home, school, community and workplace.

Students become engaged and involved in their communities by:

- asking questions
- making connections with their local communities
- writing letters and articles
- sharing ideas and understandings
- listening to, and collaborating and working with others to design the future
- empathizing with the viewpoints and positions of others
- creating new ways to solve problems.



## **ISSUES-FOCUSED APPROACH TO TEACHING SOCIAL STUDIES**

Issues may emerge from differing perspectives and points of view. Issues can affect behaviour, decisions and policies in the public space. A focus on issues through deliberation is intrinsic to the multidisciplinary nature of social studies and to democratic life in a pluralistic society. Issues present opportunities to address learning outcomes by engaging students in active inquiry, and application of knowledge and critical-thinking skills. These skills help students identify the relevance of an issue by guiding them to develop informed positions and respect for the positions of others. This process enables students to question, validate, expand and express their understanding, challenge their presuppositions, and construct their own points of view. The core concepts and strands of the social studies program form the context within which issues are examined.

The program of studies is designed to promote metacognition through critical reflection, questioning, decision making and consideration of multiple perspectives on issues. Through this process, students strive to understand and explain the world in the present and determine what kind of world they want in the future.

### **Current Affairs**

Social studies fosters the development of citizens who are informed and engaged in current affairs. Accordingly, current affairs play a central role in learning and are integrated throughout the program. Ongoing reference to current affairs adds relevance, interest and immediacy to social studies issues. Investigating current affairs from multiple perspectives motivates students to engage in meaningful dialogue on relevant historical and contemporary issues, helping them make informed and reasoned decisions on local, provincial, national and global issues.

An issues-focused approach that incorporates multiple perspectives and current affairs helps students apply problem-solving and decision-making skills to real-life and controversial issues.

In order to allow opportunities for students to engage in current affairs, issues and concerns of a local nature, the program of studies provides flexibility to include these topics within the time allotted for social studies.

Opportunities include:

- current events in local communities
- issues with local, provincial, national and/or global relevance
- cultural celebrations
- visits from dignitaries
- special events.

### **Controversial Issues**

Controversial issues are those topics that are publicly sensitive and upon which there is no consensus of values or beliefs. They include topics on which reasonable people may sincerely disagree. Opportunities to deal with these issues are an integral part of social studies education in Alberta.

Studying controversial issues is important in preparing students to participate responsibly in a democratic and pluralistic society. Such study provides opportunities to develop the ability to think clearly, reason logically, open-mindedly and respectfully examine different points of view, and make sound judgements.

Controversial issues anticipated by teachers, and those that arise incidentally in the course of instruction, should be used to promote critical inquiry rather than advocacy and to teach students how to think rather than what to think.

## **STRANDS OF SOCIAL STUDIES**

Learning related to the core concepts of citizenship and identity is achieved through focused content at each grade level. The six strands of social studies reflect the interdisciplinary nature of social studies. The strands are interrelated and constitute the basis for the learning outcomes in the program of studies.

## **Time, Continuity and Change**

Understanding the dynamic relationships among time, continuity and change is a cornerstone of citizenship and identity. Considering multiple perspectives on history, and contemporary issues within their historical context, enables students to understand and appreciate the social, cultural and political dimensions of the past, make meaning of the present and make decisions for the future.

## **The Land: People and Places**

Exploring the unique and dynamic relationship that humans have with the land, places and environments affects decisions students make, and their understanding of perspectives, issues, citizenship and identity. Students examine the impact of physical geography on the social, political, environmental and economic organization of societies. This examination also affects students' understanding of perspectives and issues as they consider how connections to the land influence their sense of place.

## **Power, Authority and Decision Making**

Examining the concepts of power, authority and decision making from multiple perspectives helps students consider how these concepts impact individuals, relationships, communities and nations. It also broadens students' understanding of related issues and perspectives, and their effect on citizenship and identity. A critical examination of the distribution, exercise and implications of power and authority is the focus of this strand. Students examine governmental and political structures, justice, laws, fairness, equity, conflict, cooperation, decision-making processes, leadership and governance. This examination develops students' understanding of the individual's capacity in decision-making processes, and promotes active and responsible citizenship.

## **Economics and Resources**

Exploring multiple perspectives on the use, distribution and management of resources and wealth contributes to students' understanding of the effects that economics and resources have on the quality of life around the world. Students explore basic economic systems, trade and the effects of economic interdependence on individuals, communities, nations and the natural environment. Students critically consider the social and environmental implications of resource use and technological change.

## **Global Connections**

Critically examining multiple perspectives and connections among local, national and global issues develops students' understanding of citizenship and identity, and the interdependent or conflicting nature of individuals, communities, societies and nations. Exploring this interdependence broadens students' global consciousness and empathy with world conditions. Students also acquire a better comprehension of tensions pertaining to economic relationships, sustainability and universal human rights.

## **Culture and Community**

Exploring culture and community allows students to examine shared values, and their own sense of belonging, beliefs, traditions and languages. This promotes students' development of citizenship and identity, and understanding of multiple perspectives, issues and change. Students examine the various expressions of their own and others' cultural, linguistic and social communities.

## **GENERAL AND SPECIFIC OUTCOMES**

The general and specific outcomes provide an organizational structure for assessing student progress in the social studies program. These outcomes follow the progression of learning that occurs at each grade level.

## General Outcomes

General outcomes identify what students are expected to know and be able to do upon completion of a grade. General outcomes are identified within each grade.

## Specific Outcomes

Specific outcomes identify explicit components of values, attitudes, knowledge, understanding, skills and processes that are contained within each general outcome within each grade. Specific outcomes are building blocks that enable students to achieve general outcomes for each grade. The outcomes provided in the IOP social studies program of studies reflect a developmental level appropriate for IOP students. Where appropriate, examples are identified as an optional (e.g.) or required (i.e.) component of the specific outcome.

## OUTCOMES RELATED TO VALUES AND ATTITUDES

The goal of social studies is to foster the development of values and attitudes that enable students to participate actively and responsibly as citizens in a changing and pluralistic society. Attitudes are an expression of values and beliefs about an issue or topic. Respect, a sense of personal and collective responsibility, and an appreciation of human interdependence are fundamental to citizenship and identity within local, national and global communities. Developing an ethic of care toward self, others and the natural world is central to these commitments.

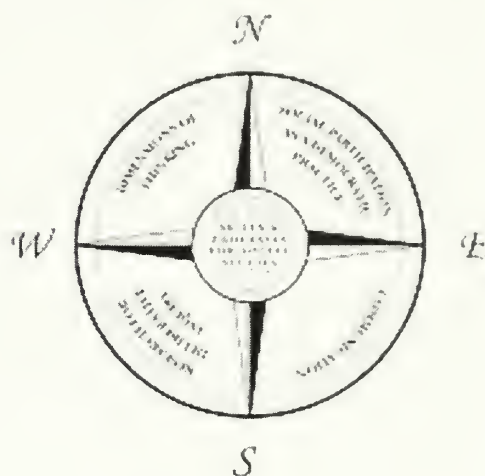
## OUTCOMES RELATED TO KNOWLEDGE AND UNDERSTANDING

Outcomes related to knowledge and understanding are fundamental to informed decision making. Outcomes guide the breadth and depth of study critical to the understanding of concepts, and are developmentally appropriate for IOP students. Knowledge and understanding of information, issues, problems, ideas and opinions allow IOP students to confidently engage as citizens in their homes, schools, communities and in workplaces.

## OUTCOMES RELATED TO SKILLS AND PROCESSES

The specific outcomes for skills and processes provide opportunities for students to apply their learning to relevant situations, and develop, practice and maintain essential skills as their learning evolves within a grade, and from grade to grade. The skill outcomes are grouped into the following categories for organizational purposes:

- Dimensions of Thinking
- Social Participation as a Democratic Practice
- Research for Deliberative Inquiry
- Communication.



## Dimensions of Thinking

In social studies, students acquire and develop thinking strategies that assist them in making connections to prior knowledge, assimilating new information and applying learning to new contexts. The following dimensions of thinking have been identified as key components in social studies learning.

### *Critical Thinking*

Critical thinking is a process of inquiry, analysis and evaluation resulting in a reasoned judgement. Critical thinking promotes the development of democratic citizenship. Students develop skills of critical thinking that include: distinguishing fact from opinion; considering the reliability and accuracy of information; determining diverse points of view, perspective and bias; and considering the ethics of decisions and actions.



### ***Creative Thinking***

Creative thinking occurs when students identify unique connections among ideas and suggest insightful approaches to social studies questions and issues. Through creative thinking, students generate an inventory of possibilities; anticipate outcomes; and combine logical, intuitive and divergent thought.

### ***Historical Thinking***

Historical thinking is a process whereby students are challenged to rethink assumptions about the past, and reimagine both the present and future. It helps students become well-informed citizens who approach issues with inquiring minds and exercise sound judgement when presented with new information or perspectives different from their own. Historical thinking skills involve the sequencing of events, the analysis of patterns and the placement of events in context to assist in the construction of meaning and understanding, and can be applied to a variety of media, such as oral traditions, print, electronic text, art and music.

Historical thinking allows students to develop a sense of time and place to help define their identities. Exploring the roots of the present ensures the transmission and sharing of values, and helps individuals realize that they belong to a civil society. Historical thinking develops citizens willing to engage in a pluralistic democracy, and promote and support democratic institutions.

### ***Geographic Thinking***

Possessing geographic thinking skills provides students with the tools to address social studies issues from a geographic perspective. Geographic thinking skills involve exploring spatial orders, patterns and associations. They enable students to investigate environmental and societal issues using a range of geographic information. Developing these spatial skills helps students understand the relationships among people, events and the context of their physical environment, which assists them to make choices and act wisely when confronted with questions affecting land and water resources.

### ***Decision Making and Problem Solving***

Students develop the ability to make timely and appropriate decisions by identifying the need for a decision, then weighing the advantages, disadvantages and consequences of various alternatives. Decision making involves reserving judgements until all options and perspectives have been explored; seeking clarity on a variety of choices and perspectives; examining the cause-and-effect relationship between choices; and basing decisions on knowledge, values and beliefs.

Problem-solving processes in social studies help students develop the ability to identify or pose problems, and apply learning to consider the causes and dimensions of problems. These skills help develop thinking strategies, allowing students to determine possible courses of action and consequences of potential solutions for a problem that may have multiple or complex causes and may not have a clear solution. Activities such as simulations, debates, public presentations and editorial writing foster the development of these skills.

### ***Metacognition***

Metacognition is “thinking about thinking.” It involves critical self-awareness, conscious reflection, analysis, monitoring and reinvention. Students assess the value of the inquiry strategies they have used, modify them or select new strategies, and monitor the use of reinvented or new strategies in future learning situations. In this respect, students become knowledge creators and contribute to a shared understanding of the world we live in—a key feature of democratic life and commitment to pluralism.

### ***Social Participation as a Democratic Practice***

Social participation skills enable students to develop effective relationships with others, work in cooperative ways toward common goals and collaborate with others for the well-being of their communities. Students develop interpersonal skills that focus on cooperation, conflict resolution, consensus building, collaborative



decision making, the importance of responsibility and the acceptance of differences. Developing these skills enhances active participation in communities. Activities could include social action and community projects, e.g., church groups, Amnesty International, Médecins sans frontières (Doctors Without Borders).

### **Research for Deliberative Inquiry**

Purposeful deliberation and critical reflection are essential skills and processes for democratic citizenship and problem solving. In social studies, the research process develops learners who are independent, self-motivated problem solvers and co-creators of knowledge. Developing research skills prepares students for the world of work, further studies, lifelong learning and citizenship in a complex world. These skills also enhance and enrich the process of identity formation as students critically reflect on their sense of self and relationship to others. The foundations of the research process are the application of acquired skills. Students learn to access and select information, organize and analyze ideas and information, and interpret ideas and information. Students also use suitable technology.

### ***The Infusion of Technology***

Technology encompasses the processes, tools and techniques that alter human activity. Information communication technology provides a vehicle for communicating, representing, inquiring, making decisions and solving problems. It involves the processes, tools and techniques for:

- gathering and identifying information
- re-representations of dominant texts
- expressing and creating
- classifying and organizing
- analyzing and evaluating
- speculating and predicting.

Selected curriculum outcomes from Alberta Learning's information and communication technology (ICT) are infused throughout the IOP social studies program of studies and are indicated by this symbol ➤. Further information regarding the information and communication technology

program of studies is contained within that program of studies.

### **Communication**

Communication skills enable students to receive, interpret and express information and ideas clearly and purposefully. These skills include the development of oral, textual, visual and media literacies, and the use of communication technologies for acquiring and exchanging information and ideas.

#### ***Oral and Textual Literacy***

Through the skills of listening and speaking, human beings communicate thoughts, feelings, experiences, information and opinions, and learn to understand themselves and others. Oral language is used in the social studies program to relate communities' stories and convey knowledge, beliefs, values and traditions through narrative history, music, art and literature.

Reading and writing in social studies enable students to extend their thinking and knowledge, and increase their understanding of themselves and others. Reading skills provide students with a means of accessing the ideas, perspectives and experiences of others. Writing skills enable students to explore, organize and clarify thoughts, and communicate these thoughts to others.

#### ***Visual Literacy***

Students develop abilities to discern, read, analyze and create a variety of visual texts in the social studies context. Information texts include visual elements, such as charts, graphs, diagrams, photographs, tables, pictures, collages and timelines, which are often complex and have multilayered meanings. Visual literacy skills assist students in assessing these elements within their contexts.

#### ***Media Literacy***

Media literacy skills involve accessing, interpreting, analyzing and evaluating forms of mass media texts, such as news media, television, Internet and advertising. Media literacy in social studies explores concepts in mass media texts,

such as identifying key messages and multiple points of view, detecting bias and examining the responsibility of citizens to respond to media texts.

## REFERENCES/RESOURCES

*Social Studies, Program of Studies (K–9), Validation Draft, May 2003.*

*Information and Communication Technology K–12, 2000/2003.*

<http://www.learning.gov.ab.ca/ict/pofs.pdf>

*The Alberta Framework of Essential Competencies for Working, Learning and Living, Alberta Learning.*

## Scope and Sequence

The core concepts and six strands of the *Alberta IOP Social Studies Program of Studies (8–11)* are reflected in each grade. The structure provides continuity and linkages from grade to grade. In addition, the general outcomes in each grade are components of the one central theme reflected in the grade title.

Grade	Grade Title and General Outcomes	Linkages and Sequencing
Eight	<b>Worldviews Examined</b> IOP Grade 8 students explore forces that shape the lives of people in Canada. They understand how Canada's northern character shapes its identity and how the environment in which people live determines their worldview. Students reflect upon their own worldviews and elements of worldviews as expressed by people living in different times and in different places that have influenced the present.	
	<b>8.1 Defining and Exploring Worldviews</b>	Through an examination of Renaissance Europe and the expansion to the western world, students demonstrate understanding and appreciation of how the exchange of ideas and knowledge contributed to the worldview of the western world.
	<b>8.2 Contact among Cultures in the Americas</b>	Through an examination of a past culture in the Americas, students demonstrate understanding and appreciation of how intercultural contact impacts the worldviews of societies. Study of the Aztecs or Incas is recommended.
Nine	<b>Canada: Opportunities and Challenges</b> IOP Grade 9 students analyze the relationship between Canada's political and legislative processes and their impact on issues pertaining to governance, freedoms, citizenship and identity. Students also explore issues of economics and their impact on quality of life, citizenship and identity in Canada and the United States.	
	<b>9.1 Canada: Government, Rights and Citizenship</b>	Students gain an overview of the challenges facing Canadian citizenship and identity. They explore Canada's political system, electoral system and legal system to gain an insight regarding the balance between government and citizen responsibilities.
	<b>9.2 Canada and the USA</b>	Students explore forces that shape the lives of people in Canada and the United States, and factors that influence interaction. They gain appreciation of how economic decision-making in Canada and the United States impacts quality of life, citizenship and identity.

Grade	Grade Title and General Outcomes	Linkages and Sequencing
Ten	<b>OVERVIEW</b> <b>Responding to Globalization</b> IOP Grade 10 students will examine globalization, the process by which the world is becoming increasingly connected and interdependent. They will explore the historical and contemporary characteristics and influences of globalization. Students will examine diverse perspectives on emerging economic globalization by considering communication, culture, language and identity in a changing world. They will assess the impact of globalization on the environment, citizenship and identity, in Canada and globally.	
	<b>OVERARCHING ISSUE</b> <b>To what extent should we embrace globalization?</b>	
	<b>10.1 Culture and Identity in a Globalized World</b>	By examining the interaction between citizens within a pluralistic nation, students will understand the challenges and opportunities of promoting cultural and linguistic identity.
Eleven	<b>10.2 The Global Economy</b>	Through an examination of interdependent economies in a globalized world, students appreciate how they are impacted as individuals. Through further examination, students explore how imperialism created the foundation of our pluralistic nation and how various cultural communities are dispersed in Canada. They also examine how individuals, groups and businesses impact the quality of life for those experiencing economic disparity.
	<b>OVERVIEW</b> <b>Nationalism</b> IOP Grade 11 students will explore the complexity of expressions of nationalism, and apply their definitions to their own identity and sense of citizenship. They will study the roots and evolving definitions of nationalism in Canada. They will examine nationalism and its impact on conflict and cooperation.	
	<b>OVERARCHING ISSUE</b> <b>To what extent should we embrace nationalism?</b>	
	<b>11.1 Canadian Nationalism and Citizenship</b>	Students will examine the diverse rights and responsibilities of Canadian citizens. They gain an appreciation of their roles as citizens in Canada.
	<b>11.2 Canadian Nationalism and Global Issues</b>	Students will examine Canada's roles and responsibilities regarding global issues.



# IOP GRADE 8: Worldviews Examined

## OVERVIEW

IOP Grade 8 students explore forces that shape the lives of people in Canada. They understand how Canada's northern character shapes its identity and how the environment in which people live determines their worldview. Students reflect upon their own worldviews and elements of worldviews as expressed by people living in different times and in different places that have influenced the present.

## RATIONALE

Grade 8 students learn how intercultural contact between societies leads to significant change and alters each society's worldview.

### **IOP General Outcome 8.1: Defining and Exploring Worldviews**

Through an examination of Renaissance Europe and the expansion to the western world, students demonstrate understanding and appreciation of how the exchange of ideas and knowledge contributed to the worldview of the western world.

### **IOP General Outcome 8.2: Contact among Cultures in the Americas**

Through an examination of a past culture in the Americas, students demonstrate understanding and appreciation of how intercultural contact impacts the worldviews of societies. Study of the Aztecs or Incas is recommended.

### **Local and Current Affairs**

In order to allow opportunities for students to engage in current affairs, issues and concerns of a local nature, the program of studies provides flexibility to include these topics within the time allotted for social studies.



### Benchmark Skills and Processes

The following benchmark skills and processes are provided here as outcomes to be achieved by the end of IOP Grade 9.

Dimension of Thinking	
<i>critical and creative thinking</i>	Use a simple analysis model: state the question or issue in own words, recognize different positions on an issue, offer reasons for each side, adopt a personal position and explain why.
<i>historical thinking</i>	Analyze selected issues and problems from the past, placing people and events in a context of time and place.
<i>geographic thinking</i>	Interpret and create maps to analyze economic and political issues.
<i>decision making and problem solving</i>	Use a simple problem-solving model: identify the problem, identify two alternative solutions and their consequences, choose the best option and identify which action to implement.
Social Participation as a Democratic Practice	
<i>cooperation, conflict resolution and consensus building</i>	Work positively and collaboratively with others, considering their needs and perspectives, using a variety of strategies to resolve conflicts fairly.
<i>age-appropriate behaviour for social involvement</i>	Develop leadership skills by engaging in service activities, and acting to support justice and equality.
Research for Deliberative Inquiry	
<i>research and information</i>	Reflect on changes of perspective or opinion based on information gathered or research conducted.
Communication	
<i>oral and textual literacy</i>	Communicate in a persuasive and engaging manner, through speeches multimedia presentations and written and oral reports, taking particular audiences and purposes into consideration.
<i>media literacy</i>	Understand the nature of various media and how they are consciously used to influence an audience.

# GRADE 8

## SKILLS AND PROCESSES

Alberta Learning's information and communication technology (ICT) curriculum is intended to be infused within core courses and programs. Selected ICT outcomes are suggested throughout this program of studies, and are indicated by this symbol ➤.

## DIMENSIONS OF THINKING

### Develop skills of critical and creative thinking

#### *Students will:*

- use a simple issue-analysis model: state the question or issue in own words, recognize different positions on an issue, offer reasons for each side, adopt a personal position and explain why
- evaluate personal assumptions and opinions to reflect a broadened understanding of a topic or an issue
- become aware of how their perspectives can shape or impede their understanding
- generate and apply creative ideas and strategies in individual and group activities
- C3 2.1 identify and distinguish points of view expressed in electronic sources on a particular topic
- C3 2.2 recognize that information serves different purposes and that data from electronic sources may need to be verified to determine accuracy or relevance for the purpose used.

### Develop historical thinking skills

#### *Students will:*

- construct timelines of key events and people in selected cultures and societies
- demonstrate understanding that accounts of the past may differ
- identify the perspective or point of view inherent in historical accounts
- compare different perspectives and points of view using a variety of information sources, including archaeological records
- question the interpretations of given historical events
- summarize the key events of a given time period and place those events in historical contexts.

### Develop geographic thinking skills

#### *Students will:*

- use, construct and interpret maps to broaden understanding of given topics
- define geographic problems and issues, and pose geographic questions
- use and interpret historical maps to make meaning of historical events
- C1 3.3 access and operate multimedia applications and technologies from stand-alone and online sources.

**Demonstrate skills of decision making and problem solving**

*Students will:*

- use a simple problem-solving model: identify the problem, identify two alternative solutions and their consequences, choose best option and identify which action to implement
- demonstrate skills of compromise in order to reach group consensus
- C6 3.1 articulate clearly a plan of action to use technology to solve a problem
- C6 3.2 identify the appropriate materials and tools to use in order to accomplish a plan of action.

**SOCIAL PARTICIPATION AS A DEMOCRATIC PRACTICE**

**Demonstrate skills of cooperation, conflict resolution and consensus building**

*Students will:*

- consider diverse or opposing viewpoints when discussing an issue
- use self and peer evaluations to set attainable goals to improve learning
- identify and use a variety of strategies to resolve conflicts peacefully and fairly
- consider the needs and perspectives of others
- demonstrate leadership in groups, where appropriate
- reflect upon their own and others' past actions when determining future actions and choices.

**Choose age-appropriate social involvement as respectful and responsible citizens**

*Students will:*

- respond respectfully to the inherent meaning of stories told in the oral tradition
- respond respectfully to the inherent meanings of artistic, musical and literary representations
- participate with care in a democratic society, so as to protect and affirm their identities
- demonstrate a desire to take action against injustice.

**RESEARCH FOR DELIBERATIVE INQUIRY**

**Apply research processes**

**Access and select information**

*Students will:*

- divide research question into a series of sub-questions, e.g., who, what, when, where, how, why
- pose questions to direct historical inquiry and research
- identify what they want or need to understand about a given learning context
- access and select information from a variety of sources, e.g., documents, works of art, songs, artifacts, narratives and stories
- formulate new questions as research progresses
- practise responsible and ethical use of information and technology
- create a plan for an inquiry that includes consideration of time management
- C1 3.1 plan and conduct a search, using a wide variety of electronic sources
- C1 3.2 refine searches to limit sources to a manageable number
- C3 3.1 evaluate the authority and reliability of electronic sources.



**Organize and analyze  
ideas and information**

*Students will:*

- identify main ideas in information sources
- identify what is understood about a given learning context
- distinguish fact from opinion in a variety of information sources, particularly media reports and accounts
- compare various interpretations of a given historical period using a variety of evidence, e.g., photographs, artifacts, interviews
- determine how information serves a variety of purposes and that accuracy or relevance may need verification
- C1 2.2 organize information gathered from the Internet, or an electronic source, by selecting and recording the data in logical files or categories; and by communicating effectively, through appropriate forms, such as speeches, reports and multimedia presentations, applying information technologies that serve particular audiences and purposes
- C3 3.2 evaluate the relevance of electronically accessed information to a particular topic
- C1 3.5 analyze and synthesize information to create a product.

**Interpret ideas  
and information**

*Students will:*

- reflect on how shared stories connect to personal experiences
- detect diverse points of view on historical events and determine the context in which historical statements were made
- compare and illustrate information regarding resources, climate, population distribution, language groups and movement of peoples in regions studied, using maps, geographic tools and technologies
- make generalizations about the significance of the art, drama and literature of an ancient society as an expression of worldview and beliefs
- make a connection to previously learned concepts to understand newly learned concepts
- construct historical meaning based upon evidence
- reflect upon their personal worldviews
- recognize the need to change one's point of view, decision or inference in light of new evidence.

**COMMUNICATION—ORAL AND TEXTUAL LITERACY**

**Demonstrate skills of  
oral and textual  
literacy**

*Students will:*

- interact appropriately with others in discussions involving beliefs, values and worldviews
- use strategies, such as generalizing, paraphrasing, summarizing and giving examples, to check for understanding
- listen to others in order to understand their perspectives
- communicate in a persuasive and engaging manner, through speeches, multimedia presentations and written and oral reports, taking particular audiences and purposes into consideration
- respect and appreciate oral accounts as valid historical sources
- P3 2.2 access available databases for images to support communication
- P3 2.1 create a multimedia presentation, incorporating such features as visual images (clip art, video clips), sounds (live recordings, sound clips) and animated images, appropriate to a variety of audiences and purposes.

**Develop skills of  
media literacy**

*Students will:*

- identify that differences in perspectives can exist in media sources
- examine the values, lifestyles and points of view represented in media messages.

## GRADE 8

### IOP 8.1: Defining and Exploring Worldviews

**GENERAL OUTCOME:** Through an examination of Renaissance Europe and the expansion and exploration to the western world, students demonstrate understanding and appreciation of how the exchange of ideas and knowledge contributed to the worldview of the western world.

#### SPECIFIC OUTCOMES

##### Values and Attitudes

*Students will:*

- ☐ appreciate how indigenous worldviews were affected by intercultural contact (TCC, GC, I)
- ☐ appreciate how a society's worldview influences its choices, decisions and interactions with others (I)
- ☐ appreciate how Renaissance Europe formed the basis for the worldview of the western World (TCC)
- ☐ recognize and appreciate differing beliefs, values and worldviews (CC).

##### Knowledge and Understanding

**Students will demonstrate an understanding of the impact to exploration and colonization on worldviews:**

- What was European life like during the Renaissance? E.g., family structure, roles of women and children, technology, role of religion (TCC)
- How did the exchange of knowledge and ideas across Europe grow during the Renaissance, and how did this influence the European's worldview? E.g., astronomy, math, science, politics, religion, arts (TCC, PADM, CC)
- How did various European worldviews lead to global expansion, exploration and colonization? E.g., British, French, Spain (TCC, GC, PADM)
- What is ethnocentrism? (CC, GC, TCC).
- How did diverse worldviews of power and authority influence global expansion? E.g., divine right, hereditary rulers, democracy, monarchy, autocracy, military rule (TCC, PADM)

C	Citizenship
I	Identity
ER	Economics and Resources
LPP	The Land: People and Places

CC	Culture and Community
TCC	Time, Continuity and Change
GC	Global Connections
PADM	Power, Authority and Decision Making

## IOP 8.2: Contact among Cultures in the Americas

**GENERAL OUTCOME:** Through an examination of a past culture in the Americas, students demonstrate understanding and appreciation of how intercultural contact impacts the worldviews of societies. Study of the Aztec or Inca civilizations is recommended.

### SPECIFIC OUTCOMES

#### Values and Attitudes

*Students will:*

- ☐ appreciate how a society's worldview influences its choices, decisions and interactions with others(CC)
- ☐ appreciate how identities and worldviews were impacted by intercultural contact (TCC, GC).
- ☐ appreciate how a person's worldview involve beliefs and values that are shaped by living in a particular time and place (CC, TCC, LPP).

#### Knowledge and Understanding

**Students will demonstrate an understanding of the beliefs and values of a past culture in the Americas:**

- What constitutes a culture? (CC)
- What was the worldview of the society prior to contact with European cultures? E.g., meeting basic needs, relationship to the land, travel and trade, (CC, GC, TCC)
- How was the family structured and what were the roles of family members in societies of the past? (CC, TCC)
- How may a society's beliefs and values be expressed in daily life? E.g., spiritual, artistic (CC)
- How did major beliefs and values reflect and contribute to the worldview of societies of the past? (GC, TCC)
- How did language, culture and community influence the development of personal and collective identities in civilizations of the past? (CC, TCC)
- How do archaeological practices and findings continually change our perceptions of past societies? (TCC)
- Why were oral traditions important as a source of information about life and identities in the past? (TCC, CC)
- How do the economy and technology of a society reflect its worldview? (ER, GC)
- How are the art, literature, architecture and mythology of a society of the past a reflection of worldview and identity? (GC, TCC)
- How did various forms of government meet the needs of members of particular societies? (PADM, TCC)

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**Students will demonstrate an understanding of the effects of contact a past society in the Americas:**

- How did beliefs and practices change as a result of contact with an expansionist society? E.g., spiritual, political, economic (CC, GC, TCC, PADM)
- How did contact among societies impact the societies? E.g., technology, disease, assimilation, extinction, cooperation (TCC, GC)
- How were people and power redistributed due to intercultural contact or conflict? (TCC, CC)
- How may worldviews change as a result of factors such as contact with other societies, and technological and economic change? (TCC, CC, GC)
- What are the lessons that past societies and worldviews can teach? E.g., risks and benefits of intercultural contact (CC, TCC).

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TCC	Time, Continuity and Change
GC	Global Connections
PADM	Power, Authority and Decision Making



## IOP LOCAL AND CURRENT AFFAIRS

### Study

#### *Students will:*

- be informed about current events
- demonstrate an interest in current events and link them to their own reality
- discuss political issues in the community and nation
- discuss political issues surrounding the environment at different levels (community and nation)
- generate creative solutions to current issues facing society.

### Advanced Study

#### *Students will:*

- be informed about current events
- demonstrate an interest in current events and link them to their own reality
- discuss political issues in the community and nation
- debate issues of power at different levels (community, provincial, national and global)
- articulate ways of dealing with issues relating to actual or perceived social injustices
- articulate the political, economic and social ramifications of current world happenings on society
- engage in problem solving using the inquiry model
- engage in problem solving and conflict resolution with an awareness of ethical consequences of decision making
- generate creative solutions to current issues facing society
- demonstrate a lifelong interest in current events.



# IOP GRADE 9: Canada: Opportunities and Challenges

## OVERVIEW

IOP Grade 9 students analyze the relationship between Canada's political and legislative processes and their impact on issues pertaining to governance, freedoms, citizenship and identity. Students also explore issues of economics and their impact on quality of life, citizenship and identity in Canada and the United States.

## RATIONALE

IOP Grade 9 students broaden their understanding and appreciation of the relationships among governance, economics, quality of life, citizenship and identity.

### **IOP General Outcome 9.1: Canada: Government, Rights and Responsibilities, and Citizenship**

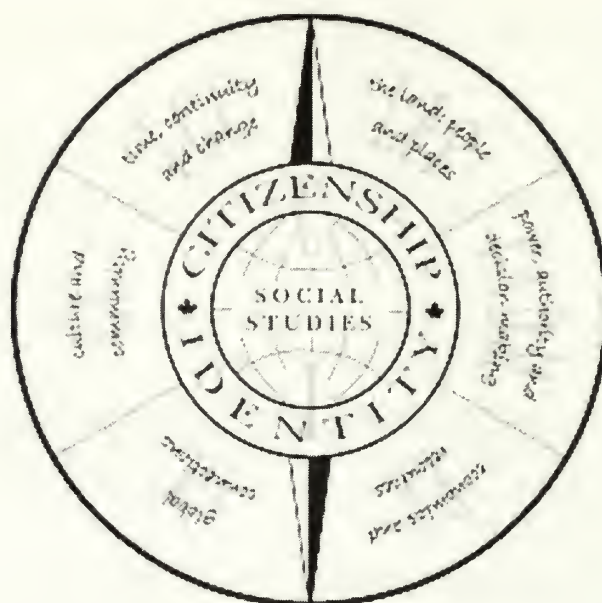
Students gain an overview of the challenges facing Canadian citizenship and identity. They explore Canada's political system, electoral system and legal system to gain an insight regarding the balance between government and citizen responsibilities.

### **IOP General Outcome 9.2: Canada and the USA**

Students explore forces that shape the lives of people in Canada and the United States, and factors that influence interaction. They gain appreciation of how economic decision-making in Canada and the United States impacts quality of life, citizenship and identity.

### **Local and Current Affairs**

In order to allow opportunities for students to engage in current affairs, issues and concerns of a local nature, the program of studies provides flexibility to include these topics within the time allotted for social studies.



### Benchmark Skills and Processes

The following benchmark skills and processes are provided here as outcomes to be achieved by the end of Grade 9.

Dimension of Thinking	
<i>critical and creative thinking</i>	Use a simple analysis model: state the question or issue in own words, recognize different positions on an issue, offer reasons for each side, adopt a personal position and explain why.
<i>historical thinking</i>	Analyze selected issues and problems from the past, placing people and events in a context of time and place.
<i>geographic thinking</i>	Interpret and create maps to analyze economic and political issues.
<i>decision making and problem solving</i>	Use a simple problem-solving model: identify the problem, identify two alternative solutions and their consequences, choose the best option and identify which action to implement.
Social Participation as a Democratic Practice	
<i>cooperation, conflict resolution and consensus building</i>	Work positively and collaboratively with others, considering their needs and perspectives, using a variety of strategies to resolve conflicts fairly.
<i>age-appropriate behaviour for social involvement</i>	Develop leadership skills by engaging in service activities, and acting to support justice and equality.
Research for Deliberative Inquiry	
<i>research and information</i>	Reflect on changes of perspective or opinion based on information gathered or research conducted.
Communication	
<i>oral and textual literacy</i>	Communicate in a persuasive and engaging manner, through speeches multimedia presentations and written and oral reports, taking particular audiences and purposes into consideration.
<i>media literacy</i>	Understand the nature of various media and how they are consciously used to influence an audience.



## GRADE 9

### SKILLS AND PROCESSES

Alberta Learning's information and communication technology (ICT) is intended to be infused within core courses and programs. Selected ICT outcomes are suggested throughout this program of studies, and are indicated by this symbol ➤.

### DIMENSIONS OF THINKING

#### Develop skills of critical and creative thinking

##### *Students will:*

- use a simple issue-analysis model: state the question or issue in own words, recognize different positions on an issue, offer reasons for each side, adopt a personal position and explain why
- re-evaluate personal assumptions and opinions to reflect a broadened understanding of a topic or an issue
- become aware of how their perspectives can shape or impede their understanding
- demonstrate the ability to analyze current affairs from multiple perspectives
- debate questions regarding evolving Canadian values and perspectives
- generate and apply creative ideas and strategies in individual and group activities
- C2 2.1 seek responses to inquiries from various authorities through electronic media
- C3 2.1 identify and distinguish points of view expressed in electronic sources on a particular topic
- C3 2.2 recognize that information serves different purposes and that data from electronic sources may need to be verified to determine accuracy or relevance for the purpose used
- C2 3.1 access diverse viewpoints on particular topics using appropriate technologies.

#### Develop historical thinking skills

##### *Students will:*

- identify the perspective or point of view inherent in historical accounts
- use historical and community resources to organize the sequence of local historical events
- summarize the key events of a given time period and place those events in historical contexts
- examine historical events and their relationship to the present.

#### Develop geographic thinking skills

##### *Students will:*

- use, construct and interpret maps to broaden understanding of given topics
- define geographic problems and issues, and pose geographic questions
- apply mapping skills to compare data and draw inferences
- draw maps using scales, compass rose and legends
- use a variety of technologies to assist in the preparation of maps
- C1 3.3 access and operate multimedia applications and technologies from stand-alone and online sources.

**Demonstrate skills of decision making and problem solving**

*Students will:*

- use a simple problem-solving model: identify the problem, identify two alternative solutions and their consequences, choose the best option and identify which action to implement
- reflect upon own and others' past actions when determining future actions and choices
- demonstrate skills of compromise in order to reach group consensus
- recognize that some problems may not have solutions
- C6 3.1 articulate clearly a plan of action to use technology to solve a problem
- C6 3.2 identify the appropriate materials and tools to use in order to accomplish a plan of action.

**SOCIAL PARTICIPATION AS A DEMOCRATIC PRACTICE**

**Demonstrate skills of cooperation, conflict resolution and consensus building**

*Students will:*

- consider diverse or opposing viewpoints when discussing an issue
- reflect on own perspectives based on new information from other perspectives
- use self and peer evaluations to set attainable goals to improve learning
- work positively and collaboratively with others
- consider the needs and perspectives of others
- demonstrate leadership in a variety of situations
- identify and use a variety of strategies to resolve conflicts peacefully and fairly
- reflect upon their own and others' past actions when determining future actions and choices.

**Choose age-appropriate social involvement as respectful and responsible citizens**

*Students will:*

- actively engage in the inquiry process related to Canadian issues
- plan, evaluate, and implement actions to support fairness, justice and equality
- engage in activities that are of service to the school and other communities.

## RESEARCH FOR DELIBERATIVE INQUIRY

### Apply research processes

#### Access and select information

##### *Students will:*

- pose questions to direct inquiry and research
- access and select different points of view regarding contemporary and historical events using a variety of sources
- locate information by using various parts of an information source, e.g., glossary, table of contents, index
- formulate new questions as research progresses
- practise responsible and ethical use of information and technology
- create a plan for an inquiry that includes consideration of time management
- C1 3.1 plan and conduct a search, using a wide variety of electronic sources
- C1 3.2 refine searches to limit sources to a manageable number
- C1 3.3 access and operate multimedia applications and technologies from stand-alone and online sources
- C1 3.4 access and retrieve information through the electronic network
- C2 3.1 access diverse viewpoints on particular topics by using appropriate technologies
- C3 3.1 evaluate the authority and reliability of electronic sources.

#### Organize and analyze ideas and information

##### *Students will:*

- identify main ideas in information sources
- identify what is understood about a given learning context
- distinguish fact from opinion in a variety of information sources, particularly media reports and accounts
- organize information gathered from a variety of sources
- determine how information serves a variety of purposes and that accuracy or relevance may need verification
- use technology to record group brainstorming, and to plan and share ideas
- C1 2.2 organize information gathered from the Internet, or an electronic source, by selecting and recording the data in logical files or categories; and by communicating effectively, through appropriate forms, such as speeches, reports and multimedia presentations, applying information technologies that serve particular audiences and purposes
- C2 3.2 assemble and organize different viewpoints in order to assess their validity
- C2 3.3 use information technology to find facts that support or refute diverse viewpoints
- C3 3.2 evaluate the relevance of electronically accessed information to a particular topic
- C1 3.5 analyze and synthesize information to create a product.

## **Interpret ideas and information**

### *Students will:*

- observe and interpret trends and relationships using tables and graphs
- reflect on how shared stories connect to personal experiences
- detect diverse points of view on historical events and determine the context in which historical statements were made
- draw inferences to explain relationships among geographic and demographic factors using statistical information and charts
- make a connection to previously learned concepts to understand newly learned concepts
- draw inferences and conclusions about an inquiry topic related to a contemporary Canadian issue
- practise informed and ethical decision-making skills pertaining to controversial issues
- recognize the need to change one's point of view, decision or inference in light of new evidence.

## **COMMUNICATION—ORAL AND TEXTUAL LITERACY**

### **Demonstrate skills of oral and textual literacy**

#### *Students will:*

- interact appropriately with others in discussions involving beliefs, values and worldviews
- use strategies, such as generalizing, paraphrasing, summarizing and giving examples, to check for understanding
- listen to others in order to understand their perspectives
- communicate in a persuasive and engaging manner, through speeches, multimedia presentations and written and oral reports, taking particular audiences and purposes into consideration
- make reasoned comments relating to the topic of discussion
- prepare graphs, charts or visual organizers to illustrate trends and represent information
- P6 use communication technology to interact with others
- P3 2.2 access available databases for images to support communication
- P5 3.1 create a multiple-link web page
- P3 3.2 create multimedia presentations that incorporate meaningful graphics, audio, video and text gathered from remote sources.

### **Develop skills of media literacy**

#### *Students will:*

- identify that differences in perspectives can exist in media sources
- examine the values, lifestyles and points of view represented in media messages
- F4 3.2 understand the nature of various media and how they are consciously used to influence an audience.



## GRADE 9

### IOP 9.1: Canada: Government, Rights and Responsibilities, and Citizenship

**GENERAL OUTCOME:** Students gain an overview of the challenges facing Canadian citizenship and identity. They explore Canada's political system, electoral system and legal system to gain an insight regarding the balance between government and citizen responsibilities.

#### SPECIFIC OUTCOMES

##### Values and Attitudes

###### *Students will:*

- ❑ appreciate how levels of government address meeting the country's needs, including the reasons for laws (PADM)
- ❑ demonstrate respect for varying views of citizenship in Canada (PADM)
- ❑ appreciate the significance of treaty rights and land claims (CC, TCC)
- ❑ appreciate the impact of the *Canadian Charter of Rights and Freedoms* on rights and governance in Canada (C, I, PADM)
- ❑ appreciate how emerging issues impact quality of life, citizenship and identity in Canada (C, I, PADM).

##### Knowledge and Understanding

###### **Students will demonstrate an understanding of federal political systems:**

- What are the basic rights and responsibilities of a citizen in Canada? (PADM)
- How did parliamentary democracy originate and change? (PADM)
- How is federalism designed to meet the needs of Canadians? (PADM)
- What are the responsibilities and duties of the levels of government: federal, provincial, municipal? (PADM)
- What is the structure of the executive, legislative and judicial branches of Canada's federal government? (PADM)
- How may citizens responsibly influence the political system? E.g., voting, writing letters, protesting, reading newspapers, listening to media, citizens' action centres, lobbying or pressure groups, joining political parties, contacting government representatives or agencies (PADM).

###### **Students will demonstrate an understanding of Canada's electoral system:**

- What are the roles and responsibilities of elected officials at the federal, provincial and local levels? (PADM)
- What is the function of political parties in Canada (TCC, PADM)
- How does the election process operate?(PADM)
- What are majority and minority governments? (PADM).

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**Students will demonstrate an understanding Canada's legal system:**

- How does the *Youth Criminal Justice Act* affect young people? (PADM)
- What is the role of the jury system in Canada? (PADM)
- What is the role of the justice system to maintain peace? E.g., cameras in banks (PADM)
- What is the role of support organizations? E.g., Elizabeth Fry Society, John Howard Society (PADM)

**Students will demonstrate an understanding of Canadian rights and freedoms:**

- What are some individual rights as fostered by the *Canadian Charter of Rights and Freedoms*? (PADM)
- What is the relationship between rights and responsibilities? (PADM)
- What are some of the issues related to human rights? (PADM)
- How does legislation recognize the status and identity of Aboriginal peoples and the Métis?
- What are some questions concerning Francophone rights in Canada and government legislation such as bilingualism? (TCC, CC, PADM)
- How did the protection of individual rights and responsibilities in the workplace, develop? E.g., unions, feminist movement, public education, indigenous rights (TCC, PADM)
- What is the relationship between key elements of a democracy and its power to protect the minority? (PADM)

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## IOP 9.2: Canada and the USA

**GENERAL OUTCOME:** Students explore forces that shape the lives of people in Canada and the United States, and factors that influence interaction. They gain appreciation of how economic decision making in Canada and the United States impacts quality of life, citizenship and identity.

### SPECIFIC OUTCOMES

#### Values and Attitudes

*Students will:*

- ☐ appreciate the reasons for taxation
- ☐ appreciate the values underlying economic decision making in Canada and the United States (C, ER)
- ☐ appreciate the relationship between consumerism and quality of life (C, CC)
- ☐ appreciate the impact of government decision making on quality of life (C, CC, PADM).

#### Knowledge and Understanding

**Students will demonstrate an understanding of taxation and the economy:**

- What are taxes and their purposes? E.g., federal and provincial income tax, property taxes, provincial education taxes, GST and hidden taxes (ER)
- What is the role of each citizen to fill in income tax forms (T4) and apply for personal tax credit? (ER)
- Why and how does the government distribute wealth through personal and government transfers? E.g., social programs, grants (ER)
- What is the underground economy and how does it impact the federal and provincial tax base? E.g., tax evasion, black market (ER)
- When should the government intervene in the economy in Canada? (ER)
- What are the differences between mixed and market economies and their underlying values? (ER).

**Students will demonstrate an understanding of similarities and differences between Canada and the USA through an examination of geography, climate and population:**

- Where are the political boundaries between Canada and the USA? (LPP)
- How do Canada and the USA compare in population, natural resources and environmental factors? (LPP, ER)
- How do differences in environments affect people's values, attitudes and ways of life? (LPP).

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**Students will demonstrate and understanding of the similarities and differences between Canadian and American values and beliefs:**

- What are the reasons for similarities and differences between Canadian and American values and beliefs? (CC)
- Why would each country have its own system of government? (PADM)
- How do the economic systems of Canada and the United States compare? E.g., mixed and market (ER)
- How does each government intervene differently in the economy to address the needs and values of its citizens? (ER, PADM).

**Students will demonstrate and understanding of the effects of a consumer-driven economy:**

- What are consumerism and the consumer's role in a market economy? (ER)
- How do the forces of supply and demand work? (ER)
- What are the indicators of quality of life? (PADM, ER)
- What are the implications of consumerism on quality of life? E.g., environmental issues, increased technology, globalization (ER, PADM, GC)
- To what extent should the consumer share responsibility with industry and government? (ER, PADM, GC)
- What is the effect of advertising and mass media on consumerism? (ER).

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GC	Global Connections
PADM	Power, Authority and Decision Making



## IOP LOCAL AND CURRENT AFFAIRS

### Study

#### *Students will:*

- be informed about current events
- demonstrate an interest in current events and link them to their own reality
- discuss political issues in the community and nation
- discuss political issues surrounding the environment at different levels (community and nation)
- generate creative solutions to current issues facing society.

### Advanced Study

#### *Students will:*

- be informed about current events
- demonstrate an interest in current events and link them to their own reality
- discuss political issues in the community and nation
- debate issues of power at different levels (community, provincial, national and global)
- articulate ways of dealing with issues relating to actual or perceived social injustices
- articulate the political, economic and social ramifications of current world happenings on society
- engage in problem solving using the inquiry model
- engage in problem solving and conflict resolution with an awareness of ethical consequences of decision making
- generate creative solutions to current issues facing society
- demonstrate a lifelong interest in current events.



# IOP GRADE 10: Globalization

## OVERVIEW

IOP Grade 10 students will examine globalization, the process by which the world is becoming increasingly connected and interdependent. They will explore the historical and contemporary characteristics and influences of globalization. Students will examine diverse perspectives on emerging economic globalization by considering communication, culture, language and identity in a changing world. They will assess the impact of globalization on the environment, citizenship and identity, in Canada and globally.

## RATIONALE

Globalization is a dynamic process that is transforming economies, political systems, cultures, and identities throughout the world. Whether these changes are benefiting or harming humanity is a subject for research and informed debate. Therefore IOP Grade 10 students must consider the role of globalization in emerging issues of citizenship and identity in personal, Canadian and global contexts.

## OVERARCHING ISSUE

**To what extent should we embrace globalization?**

### **IOP General Outcome 10.1: Culture and Identity in a Globalized World**

By examining the interaction between citizens within a pluralistic nation, students will understand the challenges and opportunities of promoting cultural and linguistic identity.

### **IOP General Outcome 10.2: The Global Economy**

Through an examination of interdependent economies in a globalized world, students appreciate how they are impacted as individuals. Through further examination, students explore how imperialism created the foundation of our pluralistic nation and how various cultural communities are dispersed in Canada. They also examine how individuals, groups and businesses impact the quality of life for those experiencing economic disparity.

## **Local and Current Affairs**

In order to allow opportunities for students to engage in current affairs, issues and concerns of a local nature, the program of studies provides flexibility to include these topics within the time allotted for social studies.



### Benchmark Skills and Processes

The following benchmark skills and processes are provided here as outcomes to be achieved by the end of IOP Grade 11.

Dimension of Thinking	
<i>critical and creative thinking</i>	Use a five-step issue-analysis model: define the issue and explain its importance, research and explain several pros-and-cons arguments, evaluate reasons from all sides, formulate a defensible position that considers competing interests and offer counter arguments to defend positions.
<i>historical thinking</i>	Examine historical events and their relationship to the present.
<i>geographic thinking</i>	Make inferences about economic and political issues by comparing and representing information regarding geographic concepts, physical features, political boundaries, demographics and resources of Canada, using charts, maps and geographic tools.
<i>decision making and problem solving</i>	Use a five-step problem-solving model: identify the problem, identify a few alternative solutions, consider the consequences of acting on each, choose the best option and explain why, plan and implement a course of action.
Social Participation as a Democratic Practice	
<i>cooperation, conflict resolution and consensus building</i>	Consider diverse or opposing viewpoints when discussing an issue, and work positively and collaboratively with others.
<i>age-appropriate behaviour for social involvement</i>	Plan and evaluate age-appropriate actions to support peace and sustainability in an interdependent world.
Research for Deliberative Inquiry	
<i>research and information</i>	Apply the research process: access and select information, organize and analyze ideas, and interpret ideas and information.
Communication	
<i>oral and textual literacy</i>	Select and use the appropriate technologies to communicate effectively with a targeted audience.
<i>media literacy</i>	Understand the nature of various media and how they are consciously used to influence an audience.



# GRADE 10

## SKILLS AND PROCESSES

Alberta Learning's information and communication technology (ICT) curriculum is intended to be infused within core courses and programs. Selected ICT outcomes are suggested throughout this program of studies, and are indicated by this symbol ➤.

## DIMENSIONS OF THINKING

### Develop skills of critical and creative thinking

#### *Students will:*

- use a five-step issue-analysis model: define the issue and explain its importance, research and explain several pros-and-cons arguments, evaluate reasons from all sides, formulate a defensible position that considers competing interests and offer counter arguments to defend positions
- re-evaluate personal assumptions and opinions to reflect a broadened understanding of a topic or an issue
- visualize and hypothesize possible consequences of alternative solutions to issues
- become aware of how their perspectives can shape or impede their understanding
- debate questions regarding evolving values and perspectives of people in Canada
- propose alternative ways of considering Canadian issues
- practise informed and ethical decision-making skills pertaining to controversial issues
- propose ways in which a society's artistic expression might reflect its culture.

### Develop historical thinking skills

#### *Students will:*

- identify the perspective or point of view inherent in historical accounts
- construct timelines to summarize the key events of a given time period and place those events in historical contexts
- examine historical events and their relationship to the present.

### Develop geographic thinking skills

#### *Students will:*

- define geographic problems and issues, and pose geographic questions
- use, construct and interpret maps to broaden understanding of given topics
- draw inferences to explain relationships among geographic, environmental and demographic factors, using statistical information and charts
- make inferences about economic and political issues by comparing and representing information regarding geographic concepts, physical features, political boundaries, demographics and resources of Canada, using charts, maps and geographic tools
- C1 3.3 access and operate multimedia applications and technologies from stand-alone and online sources
- use a variety of technologies to assist in the preparation of maps.

**Demonstrate skills of decision making and problem solving**

*Students will:*

- use a five-step problem-solving model: identify the problem, identify a few alternative solutions, consider the consequences of acting on each, choose the best option and explain why, plan and implement a course of action
- collaborate with others in problem-posing and problem-solving situations
- reflect upon own and others' past actions when determining future actions and choices
- demonstrate skills of compromise in order to reach group consensus
- recognize that some problems may not have solutions
- C6 3.1 articulate clearly a plan of action to use technology to solve a problem
- C6 3.2 identify the appropriate materials and tools to use in order to accomplish a plan of action
- C6 3.3 evaluate choices and progress in problem solving, then redefine the plan of action as appropriate
- C6 3.4 pose and test solutions to problems by using computer applications, such as computer-assisted design or simulation/modeling software
- C6 4.5 evaluate the appropriateness of the technology used to investigate or solve a problem.

**SOCIAL PARTICIPATION AS A DEMOCRATIC PRACTICE**

**Demonstrate skills of cooperation, conflict resolution and consensus building**

*Students will:*

- consider diverse or opposing viewpoints when discussing an issue
- reflect on own perspectives based on new information from other perspectives
- use self and peer evaluations to set attainable goals to improve learning
- work positively and collaboratively with others
- listen empathetically to the personal and cultural stories of others
- demonstrate leadership in a variety of situations
- identify and use a variety of strategies to resolve conflicts peacefully and fairly
- apply negotiation skills while considering diverse perspectives.

**Choose age-appropriate social involvement as respectful and responsible citizens**

*Students will:*

- actively engage in the inquiry process related to Canadian issues
- respond respectfully to the inherent meanings of artistic, musical and literary representations
- participate with care in democratic society, so as to protect and affirm their identities
- recognize, analyze and take a personal stand against discriminatory practices and behaviours
- plan, evaluate and implement actions to support fairness, justice and equality
- engage in activities that are of service to the school and other communities
- become involved in and support environmental stewardship, e.g., recycling, reducing consumption.

## RESEARCH FOR DELIBERATIVE INQUIRY

### Apply research processes

#### Access and select information

##### *Students will:*

- pose questions to direct inquiry and research
- access and select different points of view regarding contemporary and historical events using a variety of sources
- locate information by using various parts of an information source, e.g., glossary, table of contents, index
- draw upon visual, literary, musical and auditory sources when inquiring into questions and issues
- formulate new questions as research progresses
- practise responsible and ethical use of information and technology
- create a plan for an inquiry that includes consideration of time management
- C1 4.1 plan and perform complex searches, using more than one electronic source
- C1 3.2 refine searches to limit sources to a manageable number
- C1 4.2 select information from appropriate sources, including primary and secondary sources
- C1 3.3 access and operate multimedia applications and technologies from stand-alone and online sources
- C1 3.4 access and retrieve information through the electronic network
- C2 3.1 access diverse viewpoints on particular topics by using appropriate technologies
- C3 3.1 evaluate the authority and reliability of electronic sources.

#### Organize and analyze ideas and information

##### *Students will:*

- identify main ideas in information sources
- distinguish fact from opinion in a variety of information sources, particularly media reports and accounts
- analyze and evaluate contradictory information and evidence
- compare various interpretations of a given historical period using a variety of evidence, e.g., photographs, artifacts, story tellers, interviews
- organize information gathered from a variety of sources
- C2 3.3 use information technology to find facts that support or refute diverse viewpoints
- C3 3.2 evaluate the relevance of electronically accessed information to a particular topic
- C1 3.5 analyze and synthesize information to create a product
- F3 4.2 record relevant data for acknowledging sources of information.

#### Interpret ideas and information

##### *Students will:*

- observe and interpret trends and relationships using tables and graphs
- interpret ideas and information to compare and contrast perspectives, e.g., bias, racism, prejudice, validity and authenticity
- reflect on how shared stories connect to personal experiences
- detect diverse points of view on historical events and determine the context in which historical statements were made
- draw inferences to explain relationships among geographic and demographic factors using statistical information and charts
- draw inferences about cause and effect

- draw inferences and conclusions about inquiry topics related to contemporary Canadian or global issues
- practise informed and ethical decision-making skills pertaining to controversial issues
- recognize the need to change one's point of view, decision or inference in light of new evidence
- debate questions regarding evolving Canadian values and perspectives
- assess point of view when examining environmental or cultural expressions of art, literature and music
- C2 3.2 assemble and organize different viewpoints in order to assess their validity
- C7 4.3 use appropriate presentation software to demonstrate personal understandings.

## COMMUNICATION—ORAL AND TEXTUAL LITERACY

### Demonstrate skills of oral and textual literacy

#### *Students will:*

- interact appropriately with others in discussions involving beliefs, values and worldviews
- use strategies, such as generalizing, paraphrasing, summarizing and giving examples, to check for understanding
- listen to others in order to understand their perspectives
- communicate in a persuasive and engaging manner, through speeches, multimedia presentations and written and oral reports, taking particular audiences and purposes into consideration
- express informed opinions clearly and concisely
- prepare graphs, charts or visual organizers to illustrate trends and represent information
- P6 use communication technology to interact with others
- P5 3.1 create a multiple-link web page
- P3 3.2 create multimedia presentations that incorporate meaningful graphics, audio, video and text gathered from remote sources
- P6 4.1 select and use the appropriate technologies to communicate effectively with a targeted audience.

### Develop skills of media literacy

- identify that differences in perspectives can exist in media sources
- examine the values, lifestyles and points of view represented in media messages
- examine the impact media have on human thought, e.g., increasing the concentration of power and control of information by fewer individuals
- reflect upon ethics within the advertising industry
- examine the impact of the media breaking down the public and private spheres of life, e.g., reality TV, products marketed in schools
- F4 3.2 understand the nature of various media and how they are consciously used to influence an audience
- F1 4.1 assess the strengths and weaknesses of computer simulations in relation to real-world problems
- F3 4.1 demonstrate understanding of how changes in technology can benefit or harm society
- F3 4.3 identify and analyze a variety of factors that affect the authenticity of information derived from mass media and electronic communication.



## GRADE 10

### IOP 10.1 Culture and Identity in a Globalizing World

**GENERAL OUTCOME:** By examining the challenges and opportunities that emerge when groups with differing identities and perspectives interact with one another to form a pluralistic nation, students will understand the importance of protecting their cultural identity in a globalized world.

#### SPECIFIC OUTCOMES

##### Values and Attitudes

*Students will:*

- ☐ appreciate why Canada is pluralistic (CC)
- ☐ appreciate how patterns of settlement and demographics influence perceptions and opinions about collective rights (LPP)
- ☐ accept the validity of diverse individual and cultural interpretations (CC)
- ☐ appreciate their potential to contribute to the well-being of their groups or communities (CC).

##### Knowledge and Understanding

**Students will demonstrate an understanding of culture and identity:**

- What factors shape personal and collective identities? (CC)
- How is culture and identity of people in Canada reflected in literature and art? (CC)
- How have changing demographics, historical entitlements, settlement patterns and resource development influenced various groups in the development and/or preservation of their communities? E.g., French, Aboriginal People (TCC, CC)
- What are the opportunities and challenges diverse cultures experience as they work in a pluralistic nation? (CC).
- Why has the American popular culture permeated Canada? E.g., commerce, trade, media, communications (CC, GC)

**Students will demonstrate an understanding of preserving cultural and linguistic identity**

- What are some opportunities to build and enrich your identity as a member of various groups? (I, CC)
- How does belonging to cultural, linguistic and official languages groups influence worldviews? E.g., collective rights, language laws, language education (I, CC, GC)
- What are the consequences of assimilating to a global culture? E.g., disappearance of cultures, languages, Canadian sovereignty (GC, TCC, CC)
- What are some examples of how tensions and relationships among cultural groups have contributed to shaping Canada? (TCC, CC)
- How are Pierre Trudeau's multiculturalism and bilingualism policies an attempt to maintain a diverse society? (CC, TCC, PADM)
- How are the people of Canada portrayed in the media? (CC, GC)
- How is cultural and linguistic identity preserved within a globalizing world? (CC)

C	Citizenship
I	Identity
ER	Economics and Resources
LPP	The Land: People and Places

CC	Culture and Community
TCC	Time, Continuity and Change
GC	Global Connections
PADM	Power, Authority and Decision Making

## IOP 10.2: The Global Economy

**GENERAL OUTCOME:** Through an examination of economic globalization, students will appreciate how globalization is impacting their lives. Students will explore how imperialism influenced Canada and how cultural communities dispersed in Canada form our pluralistic nation. They also examine how individuals, groups and businesses can enhance the quality of life of others.

### SPECIFIC OUTCOMES

#### Values and Attitudes

*Students will:*

- appreciate that global economic issues impact individual decision making (ER, GC)
- appreciate how the history of imperialism has contributed to Canada's development (TCC)
- appreciate their potential to contribute to the quality of life and well-being of others (GC)
- reflect on how shared stories of youth in other places connect to their personal experiences (CC, GC).

#### Knowledge and Understanding

**Students will demonstrate an understanding of the rise of globalization:**

- How did the European age of exploration and imperialism impact Europeans, settlers and indigenous peoples in Canada? (TCC, GC, PADM)
- What were government policies that resulted from imperialism in Canada? E.g., residential schools, land claims settlements (LPP, CC, PADM)
- What is the responsibility of citizens to address the consequences of government policies created during the era of imperialism? E.g., treaties, land claims issues and Aboriginal self-government (TCC, PADM)
- What are indigenous perspectives regarding issues of sovereignty and coexistence in North America, e.g., resource use, territorial claims, treaties, alliances, trade? (CC, PADM, ER)

**Students will demonstrate an understanding of global economic issues:**

- What is globalization? (ER, GC)
- What are some examples of global economic issues? E.g., competition and/ or cooperation for the use of resources, child labour, standard of living, trade dependency, pollution, human rights, women's rights (ER, GC)
- Who are the supporters of the global economy and how do they stand to benefit? E.g., Multinational businesses, international agencies (PADM, ER, GC)
- How is wealth distributed in a global economy? (GC, ER)

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**Students will demonstrate an understanding of the impact of the global economy on Canada:**

- How is the quality of life of individuals in Canada impacted by globalization? E.g., environmental impact, standard of living, labour and standards, consumerism, media, entertainment (GC, ER)
- How would the people of Canada perceive an emerging world economy as positive or negative? (ER, GC)
- How have global issues influenced the development of policies that affect the people of Canada? E.g., National Energy Program, Kyoto Accord (ER, TCC).
- How can the people of Canada influence economic issues to encourage the ethical treatment of humanity? E.g., competition and/ or cooperation for the use of resources, child labour, standard of living, trade dependency, pollution, human rights, women's rights (ER, GC)
- How can individuals, groups and businesses influence the global economy and the distribution of wealth to improve the quality of life of others? (PADM).

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## IOP LOCAL AND CURRENT AFFAIRS

### Study

#### *Students will:*

- be informed about current events
- demonstrate an interest in current events and link them to their own reality
- discuss political issues in the community and nation
- discuss political issues surrounding the environment at different levels (community and nation)
- generate creative solutions to current issues facing society.

### Advanced Study

#### *Students will:*

- be informed about current events
- demonstrate an interest in current events and link them to their own reality
- discuss political issues in the community and nation
- debate issues of power at different levels (community, provincial, national and global)
- articulate ways of dealing with issues relating to actual or perceived social injustices
- articulate the political, economic and social ramifications of current world happenings on society
- engage in problem solving using the inquiry model
- engage in problem solving and conflict resolution with an awareness of ethical consequences of decision making
- generate creative solutions to current issues facing society
- demonstrate a lifelong interest in current events.



# IOP GRADE 11: Nationalism

## OVERVIEW

IOP Grade 11 students will explore the complexity of expressions of nationalism, and apply their definitions to their own identity and sense of citizenship. They will study the roots and evolving definitions of nationalism in Canada. They will examine nationalism and its impact on conflict and cooperation.

## RATIONALE

Grade 11 students explore their own sense of individual and/or collective identity, appreciate the role of nationalism in Canada and the world, and apply that understanding to their own perspectives on citizenship.

## OVERARCHING ISSUE

**To what extent should we embrace nationalism?**

### **IOP General Outcome 11.1: Canadian Nationalism and Citizenship**

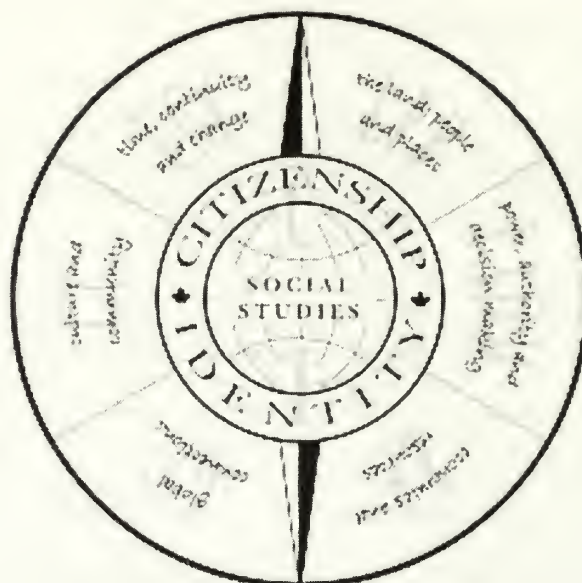
Students will examine the diverse rights and responsibilities of Canadian citizens. They gain an appreciation of their roles as citizens in Canada.

### **IOP General Outcome 11.2: Canadian Nationalism and Global Issues**

Students will examine Canada's roles and responsibilities regarding global issues.

### **Local and Current Affairs**

In order to allow opportunities for students to engage in current affairs, issues and concerns of a local nature, the program of studies provides flexibility to include these topics within the time allotted for social studies.



### Benchmark Skills and Processes

The following benchmark skills and processes are provided here as outcomes to be achieved by the end of IOP Grade 11.

Dimension of Thinking	
<i>critical and creative thinking</i>	Use a five-step issue-analysis model: define the issue and explain its importance, research and explain several pros-and-cons arguments, evaluate reasons from all sides, formulate a defensible position that considers competing interests and offer counter arguments to defend positions.
<i>historical thinking</i>	Examine historical events and their relationship to the present.
<i>geographic thinking</i>	Make inferences about economic and political issues by comparing and representing information regarding geographic concepts, physical features, political boundaries, demographics and resources of Canada, using charts, maps and geographic tools.
<i>decision making and problem solving</i>	Use a five-step problem-solving model: identify the problem, identify a few alternative solutions, consider the consequences of acting on each, choose the best option and explain why, plan and implement a course of action.
Social Participation as a Democratic Practice	
<i>cooperation, conflict resolution and consensus building</i>	Consider diverse or opposing viewpoints when discussing an issue, and work positively and collaboratively with others.
<i>age-appropriate behaviour for social involvement</i>	Plan and evaluate age-appropriate actions to support peace and sustainability in an interdependent world.
Research for Deliberative Inquiry	
<i>research and information</i>	Apply the research process: access and select information, organize and analyze ideas, and interpret ideas and information.
Communication	
<i>oral and textual literacy</i>	Select and use the appropriate technologies to communicate effectively with a targeted audience.
<i>media literacy</i>	Understand the nature of various media and how they are consciously used to influence an audience.

# GRADE 11

## SKILLS AND PROCESSES

Alberta Learning's information and communication technology (ICT) curriculum is intended to be infused within core courses and programs. Selected ICT outcomes are suggested throughout this program of studies, and are indicated by this symbol ➤.

### DIMENSIONS OF THINKING

#### Develop skills of critical and creative thinking

##### *Students will:*

- use a five-step issue-analysis model: define the issue and explain its importance, research and explain several pros-and-cons arguments, evaluate reasons from all sides, formulate a defensible position that considers competing interests and offer counter arguments to defend positions
- visualize and hypothesize possible consequences of alternative solutions to issues
- debate and defend informed opinions on a variety of issues
- become aware of how their perspectives can shape or impede their understanding
- debate questions regarding evolving values and perspectives of people in Canada
- propose alternative ways of considering issues
- practise informed and ethical decision-making skills pertaining to controversial issues
- generate and apply creative ideas and strategies in individual and group activities
- respond creatively to questions through the visual, musical or dramatic arts.

#### Develop historical thinking skills

##### *Students will:*

- demonstrate understanding that accounts of the past may differ
- identify the perspective or point of view inherent in historical accounts
- use historical and community resources to organize the sequence of local historical events
- construct timelines to summarize the key events of a given time period and place those events in historical contexts
- examine historical events and their relationship to the present
- interpret material from a variety of sources to identify possible causes and effects of historical events.

#### Develop geographic thinking skills

##### *Students will:*

- define geographic problems and issues, and pose geographic questions
- draw inferences to explain relationships among geographic and demographic factors, using statistical information and charts
- make inferences about economic and political issues by comparing and representing information regarding geographic concepts, physical features, political boundaries, demographics and resources of Canada, using charts, maps and geographic tools
- use a variety of technologies to assist in the preparation of maps.

**Demonstrate skills of decision making and problem solving**

*Students will:*

- use a five-step problem-solving model: identify the problem, identify a few alternative solutions, consider the consequences of acting on each, choose the best option and explain why, plan and implement a course of action
- collaborate with others in problem-posing and problem-solving situations
- reflect upon own and others' past actions when determining future actions and choices
- demonstrate skills of compromise in order to reach group consensus
- recognize that some problems may not have solutions
- C6 3.1 articulate clearly a plan of action to use technology to solve a problem
- C6 3.2 identify the appropriate materials and tools to use in order to accomplish a plan of action
- C6 3.3 evaluate choices and progress in problem solving, then redefine the plan of action as appropriate
- C6 3.4 pose and test solutions to problems by using computer applications, such as computer-assisted design or simulation/modeling software
- C6 4.5 evaluate the appropriateness of the technology used to investigate or solve a problem.

**SOCIAL PARTICIPATION AS A DEMOCRATIC PRACTICE**

**Demonstrate skills of cooperation, conflict resolution and consensus building**

*Students will:*

- consider diverse or opposing viewpoints when discussing an issue
- reflect on own perspectives based on new information from other perspectives
- use self and peer evaluations to set attainable goals to improve learning
- work positively and collaboratively with others
- practise objectivity when comparing ideas from different perspectives
- demonstrate leadership in a variety of situations
- identify and use a variety of strategies to resolve conflicts peacefully and fairly.

**Choose age-appropriate social involvement as respectful and responsible citizens**

*Students will:*

- actively engage in the inquiry process related to Canadian issues
- respond respectfully to the inherent meanings of artistic, musical and literary representations
- participate with care in democratic society, so as to protect and affirm their identities
- plan, evaluate and implement actions to support fairness, justice and equality
- engage in activities that are of service to the school and other communities
- plan and evaluate age-appropriate actions to support peace and sustainability in an interdependent world.



## RESEARCH FOR DELIBERATIVE INQUIRY

### Apply research processes

#### Access and select information

##### *Students will:*

- pose questions to direct inquiry and research
- access and select different points of view regarding contemporary and historical events using a variety of sources
- locate information by using various parts of an information source, e.g., glossary, table of contents, index
- draw upon visual, literary, musical and auditory sources when inquiring into questions and issues
- formulate new questions as research progresses
- practise responsible and ethical use of information and technology
- create a plan for an inquiry that includes consideration of time management
- C1 4.1 plan and perform complex searches, using more than one electronic source
- C1 3.2 refine searches to limit sources to a manageable number
- C1 4.2 select information from appropriate sources, including primary and secondary sources
- C1 3.3 access and operate multimedia applications and technologies from stand-alone and online sources
- C1 3.4 access and retrieve information through the electronic network
- C2 3.1 access diverse viewpoints on particular topics by using appropriate technologies
- C3 3.1 evaluate the authority and reliability of electronic sources
- C5 4.1 use telecommunications to pose critical questions to experts.

#### Organize and analyze ideas and information

##### *Students will:*

- identify main ideas in information sources
- distinguish fact from opinion in a variety of information sources, particularly media reports and accounts
- analyze and evaluate contradictory information and evidence
- compare various interpretations of a given historical period using a variety of evidence, e.g., photographs, artifacts, story tellers, interviews
- organize information gathered from a variety of sources
- C2 3.3 use information technology to find facts that support or refute diverse viewpoints
- C3 3.2 evaluate the relevance of electronically accessed information to a particular topic
- C1 3.5 analyze and synthesize information to create a product
- C6 3.5 create a simulation or a model by using technology that permits the making of inferences
- F3 4.2 record relevant data for acknowledging sources of information, and cite sources.

## **Interpret ideas and information**

### *Students will:*

- observe and interpret trends and relationships using tables and graphs
- interpret ideas and information to compare and contrast perspectives, e.g., bias, racism, prejudice, validity and authenticity
- reflect on how shared stories connect to personal experiences
- detect diverse points of view on historical events and determine the context in which historical statements were made
- draw inferences to explain relationships among geographic and demographic factors using statistical information and charts
- draw inferences about cause and effect
- draw inferences and conclusions about inquiry topics related to contemporary Canadian or global issues
- practise informed and ethical decision-making skills pertaining to controversial issues
- recognize the need to change one's point of view, decision or inference in light of new evidence
- debate questions regarding evolving Canadian values and perspectives
- C2 3.2 assemble and organize different viewpoints in order to assess their validity
- C7 4.3 use appropriate presentation software to demonstrate personal understandings.

## **COMMUNICATION—ORAL AND TEXTUAL LITERACY**

### **Demonstrate skills of oral and textual literacy**

### *Students will:*

- interact appropriately with others in discussions involving beliefs, values and worldviews
- use strategies, such as generalizing, paraphrasing, summarizing and giving examples, to check for understanding
- listen to others in order to understand their perspectives
- communicate in a persuasive and engaging manner, through speeches, multimedia presentations and written and oral reports, taking particular audiences and purposes into consideration
- express informed opinions clearly and concisely
- P6 prepare graphs, charts or visual organizers to illustrate trends and represent information
- P6 use communication technology to interact with others
- P5 3.1 create a multiple-link web page
- P3 3.2 create multimedia presentations that incorporate meaningful graphics, audio, video and text gathered from remote sources
- P6 4.1 select and use the appropriate technologies to communicate effectively with a targeted audience.

**Develop skills of  
media literacy**

*Students will:*

- identify that differences in perspectives can exist in media sources
- examine the values, lifestyles and points of view represented in media messages
- examine the impact media have on human thought, e.g., increasing the concentration of power and control of information by fewer individuals
- reflect upon ethics within the advertising industry
- examine the impact of the media breaking down the public and private spheres of life, e.g., reality TV, products marketed in schools
- F4 3.2 understand the nature of various media and how they are consciously used to influence an audience
- F1 4.1 assess the strengths and weaknesses of computer simulations in relation to real-world problems
- F3 4.1 demonstrate understanding of how changes in technology can benefit or harm society
- F3 4.3 identify and analyze a variety of factors that affect the authenticity of information derived from mass media and electronic communication.

## GRADE 11

### IOP 11.1: Canadian Nationalism and Citizenship

**GENERAL OUTCOME:** Students will examine the diverse rights and responsibilities of Canadian citizens. They will gain an appreciation of their roles as citizens in Canada.

#### SPECIFIC OUTCOMES

##### Values and Attitudes

*Students will:*

- ☐ appreciate their role as citizens in Canada (I, CC)
- ☐ appreciate events that contributed to the development of Canada(CC, TCC, PADM)
- ☐ accept the validity of diverse individual, collective and cultural worldviews (CC)
- ☐ appreciate and respect traditions, concepts and symbols that are the expressions of identity in Canada. (CC, TCC)
- ☐ appreciate their potential in the marketplace and the workplace (ER, PADM)

##### Knowledge and Understanding

**Students will demonstrate an understanding of Canadian rights and freedoms:**

- What are the origins of individual rights? E.g., the *Canadian Charter of Rights and Freedoms* (TCC, PADM)
- How are individual rights limited in some instances? E.g., public safety, public morals (PADM).
- What are the responsibilities as citizens? E.g., obey laws, public good, democratic citizenship (C, I, PADM).

**Students will demonstrate an understanding of nationalism in Canada:**

- What are the key historical events that have impacted Nationalism in Canada? E.g., 1867 BNA Act, 1992 Canada Act, 1995 Canadian Multiculturalism Act, the Indian Act, Quebecois nationalism (TCC, PADM)
- What are the official Canadian policies of bilingualism/biculturalism and multiculturalism? (CC, PADM)
- How has multiculturalism contributed to the development of Canada? (CC)
- What is the importance of exploring diverse perspectives on issues pertaining to the vision of Canada? E.g., Quebec sovereignty and Aboriginal self-government (CC, PADM)
- How can Canadians ensure their cultural and/or collective identity within Canada? (C, I).

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- Why do some aboriginal peoples refer to themselves as members of first nations? (I, CC)
- Why do some people want Quebec to separate from Canada? (I, CC)
- What are some traditions, concepts and symbols that are expressions of identity in Canada? (CC)
- How did the *Battle of Vimy Ridge* contribute to a sense of nationalism? (TCC, GC, PADM)
- How did the conscription of the First and Second World Wars impact nationalism in Canada? (TCC, PADM)
- What are some of the contributions of selected Canadians to citizenship in Canada? E.g., John A. Macdonald, Louis Riel, Wilfred Laurier, Tommy Douglas, Pierre Elliot Trudeau, Rene Levesque, Chief Dan George, Adrienne Clarkson (LPP, CC, TCC, PADM)

**Students will demonstrate an understanding of their role as citizens in Canada:**

- How are citizens involved in political decision making in Canada? E.g., voting, joining political parties, lobbying for change (C, PADM)
- How are citizens involved in economic decision-making? E.g., consumers, producers, workers (PADM, ER)
- What are the origins and purpose of labour movements? E.g. labour laws (ER)
- What are the rights of workers in Alberta? E.g., part/full-time work, minimum wage, three month probationary period, holiday pay, overtime, benefits (ER)
- What are the responsibilities of workers in Alberta? E.g., a positive work ethic, cooperation, punctuality, adherence to workplace standards (PADM, ER)

C	Citizenship
I	Identity
ER	Economics and Resources
LPP	The Land: People and Places

CC	Culture and Community
TCC	Time, Continuity and Change
GC	Global Connections
PADM	Power, Authority and Decision Making

## IOP 11.2: Canadian Nationalism and Global Issues

**GENERAL OUTCOME:** Students will examine Canada's roles and responsibilities regarding global issues.

### SPECIFIC OUTCOMES

#### Values and Attitudes

*Students will:*

- ☐ appreciate Canada's role in the world (GC, PADM)
- ☐ appreciate their roles and responsibilities as a global citizens (GC)
- ☐ appreciate their connections with people in other places in the world (CC, GC)
- ☐ appreciate the various methods to address conflict in the world (TCC)

#### Knowledge and Understanding

##### **Students will demonstrate an understanding of global citizenship:**

- How does Canada, as a nation state, interact with other countries? E.g., Foreign Policy (GC, PADM)
- What agencies allow citizens to participate in global affairs? E.g., Red Cross, Amnesty International, World Vision (GC, PADM)
- How is the world becoming increasingly interdependent? E.g., trade, tourism, transportation (GC, ER)
- What are the roles and responsibilities of the United Nations? (GC)
- What are the roles and impact of international organizations? E.g., World Bank, World Trade Organization, International Monetary Fund
- What are the similarities and differences between developed and emerging nations? E.g., Canada and one emerging nation (GC)
- How does Canada demonstrate its commitment to global economic equality? E.g., Foreign Aid (GC, ER)

##### **Students will demonstrate an understanding of Canada's role in international affairs**

- How effective are past and present international military alliances? E.g., North Atlantic Treaty Organization (NATO), North America Air Defence (NORAD) (TCC, GC)
- How has technology impacted war? E.g., Nuclear Bombs, Missiles, Aircraft etc. (TCC, GC)
- How has Canada acted as a peacekeeper internationally? E.g., peacekeeping missions (GC, PADM)
- Why do some groups use violence and terrorism to achieve their goals? (GC, PADM)
- How has conflict impacted the lives of individuals? E.g., grief for lost loved ones, landmines, refugees (GC)
- What are some alternative solutions to address the problem of international conflict? E.g., cooperation, treaties, economic agreements, role of UN (GC, PADM, ER).

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## IOP LOCAL AND CURRENT AFFAIRS

### Study

#### *Students will:*

- be informed about current events
- demonstrate an interest in current events and link them to their own reality
- discuss political issues in the community and nation
- discuss political issues surrounding the environment at different levels (community and nation)
- generate creative solutions to current issues facing society.

### Advanced Study

#### *Students will:*

- be informed about current events
- demonstrate an interest in current events and link them to their own reality
- discuss political issues in the community and nation
- debate issues of power at different levels (community, provincial, national and global)
- articulate ways of dealing with issues relating to actual or perceived social injustices
- articulate the political, economic and social ramifications of current world happenings on society
- engage in problem solving using the inquiry model
- engage in problem solving and conflict resolution with an awareness of ethical consequences of decision making
- generate creative solutions to current issues facing society
- demonstrate a lifelong interest in current events.







